

Kentucky Core Academic Standards

Jefferson County Public Schools English/Language Arts

Grade 8- Weeks 1-6

Big Idea – Building a Literacy Community

OVERVIEW

During this First Six Weeks, the eighth grade experience builds upon the established structures to create a safe classroom environment that is respectful of different viewpoints and cultures and motivates students to become active participants in the learning process in preparation for high school. During this grading period, students focus on reading a variety of genres both independently and guided that will support their role in being active participants in a learning community and grow as independent readers and writers. They use the Literacy Notebook as a tool for responding to reading—how the theme develops over the course of a text, including its relationship to the characters, setting, and plot and how specific word choice impacts meaning and tone, including analogies or allusions to other texts. Students cite textual evidence to determine a theme or central idea, and to provide objective summaries of literature and informational texts. Students explore and develop ideas for writing that includes narratives, both real and imagined, and apply Standard English conventions and use technology to produce, publish, and present ideas. To support the Speaking and Listening standards and meet students' need for collaboration and conversation, students engage in appropriate discussion and debate on relevant topics

WRITING FOCUS

Narrative Writing – Narrative writing conveys experience, either real or imagined, and can be used for many purposes (i.e., to inform, instruct, persuade or entertain). Narratives can take many forms beyond the personal narrative, such as creative fictional stories, memoirs, anecdotes and autobiographies. As students progress, they learn how to combine the elements of different kinds of writing to produce complex and nuanced writing.

- Narrative, defined (Appendix A, p. 112)
- Narrative, Informational, and Argument Writing Samples (KCAS Binder, Appendix C. Table of Contents, p. 172)
- “Addressing the [Three Modes of Writing](#); Kentucky Core Academic Standards in the 21st Century”

Senate Bill 1 requires that all students maintain a Writing Portfolio that reflects their interest and growth over time. Portfolios must follow students from grade to grade and school to school from grades K -12. Click to access JCPS promotion standards and writing portfolio information ([Promotion Requirements for the Writing Portfolio](#)). JCPS Portfolios should reflect writing beyond the showcase pieces and demonstrate writing across all disciplines.

SAMPLE PERFORMANCE TASKS FOR READING AND WRITING

Performance tasks further clarify the meaning of the Standards and illustrate specifically the application of the Standards to texts of sufficient complexity, quality, and range. See additional examples of performance tasks in Kentucky Core Academic Standards Binder: Appendix B.

For Literary Texts

- Students analyze what techniques the author uses to show Charlie's progress and decline in *Flowers for Algernon* by analyzing changes in punctuation, grammar, spelling, and syntax, as well as the sophistication of the ideas Charlie expresses. Essays should be written for an audience that is familiar with the story and should follow the conventions of standard English, including standard capitalization, comma usage, and spelling. (RL.8.3, W.8.1 a-b, L.8.2) (*Holt and McDougal*)

For Informational Texts

- Students will cite the textual evidence as well as draw inferences about Dahl and the Fullers in Roald Dahl's true narrative, “The Green Mamba,” that most strongly supports their analysis of the characters' motivations for their actions during the episode with the snake. Essays should be written for an audience that is familiar with the story and should follow the conventions of standard English, including standard capitalization, comma usage, and spelling. (RI.8.1, RL.8.3, W.8.1a-b, L.8.2) (*Holt*)
- Students will cite the textual evidence as well as draw inferences about Yep and his father in Laurence Yep's memoir, “The Great Rat Hunt” that most strongly supports their analysis of how the father/son relationship changes after an important conversation. Essays should be written for an audience that is familiar with the story and should follow the conventions of standard English, including standard capitalization, comma usage, and spelling. (RI.8.1, RL.8.3, W.8.1a-b, L.8.2) (*McDougal*)

For Writing:

Students need to routinely experience writing for different purposes and for different lengths of time. Students must be able to write in response to a prompt using one of three modes of writing: Narrative, Informational/Explanatory, or Argument. Most prompts provide the situation and the topic, but students develop the ideas. In the case of argument, students must make and support claims with sound reasoning and relevant evidence. Students must plan and organize ideas quickly, using revision and editing skills during the drafting process. The following prompts represent a sampling of the types they will encounter on the On-Demand portion of the KPREP.

On-Demand Writing Tasks:

Click here to access prompts and scoring Resources ([Middle School Literacy Closet](#))

- **Stand Alone Writing Task: 40 minute time frame**
- **Passage Based Writing Task: 90 minute time frame**

Click on link to access the [Kentucky On-Demand Scoring Rubric](#)

COMMON ASSESSMENTS

Use common assessments to formatively assess students' understanding of content. Use the data from this analysis for instructional planning and to guide and involve students in setting goals. Regroup students as needed for intervention to address gaps in learning.

ONGOING KCAS STANDARDS

Teacher Note: While all maps have focus standards for each unit, ongoing KCAS standards have been integrated into the maps. These are standards that cannot be separated out because they are part of ongoing instruction throughout the year. The Ongoing Standards listed below have learning targets that may not be listed in each unit, but can be accessed through this link: [Ongoing KCAS Standards and Targets](#)

Strand	Reading Literature and Informational	Writing	Language	Speaking and Listening
Ongoing KCAS Standards	1 – cite textual evidence/make inferences 2 -- determine theme/central idea, objective summary 3 – analyze how individuals, events and/or ideas develop and interact in text 4 – determine meanings of words and phrases 10 – range of reading	4 – clear, coherent writing to task 5 – writing process 9 – draw evidence to support 10 – range of writing	1, 2 – conventions of standard English in writing and speaking *Refer to progressions for interventions – achieve mastery by end of year. 4, 5, 6 – vocabulary acquisition and use.	1 – prepare and participate 2 – integrate and evaluate information presented

FOCUS STANDARDS AND LEARNING TARGETS

READING STANDARDS	
KEY IDEAS AND DETAILS	LEARNING TARGETS
Literature	I can...
RL.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	* define textual evidence (a "word for word" support format). * define inference and explain how a reader uses textual evidence to reach a logical conclusion ("Based on what I've read, it's most likely true that..."). * read closely and find answers explicitly in the text (right there answers) and answers that require an inference. * analyze an author's words and determine textual evidence needed to support both explicit and inferential questions.
RL.8.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	* define theme (a central idea or lesson the author is revealing – <i>Honesty is the best policy.</i>) * analyze plot (the events that happen) to determine a theme (author's overall message). * determine how key events, characters' actions and interactions, and setting develop over the course of the text to contribute to the theme. * define summary (a shortened version of the text that states its key points). * compose an objective summary stating the key points of the text without adding my own opinions or feelings.
RL.8.3: Analyze how particular	* identify particular lines of dialogue or incidents in a story or drama that propel the action, reveal aspects of a character, or provoke a decision.

lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	<ul style="list-style-type: none"> * analyze how a particular line of dialogue or an incident in a story or drama propels the action. * analyze how a particular line of dialogue or an incident in a story or drama reveals aspects of a character. * analyze how a particular line of dialogue or an incident in a story or drama provokes a decision. * recognize how making a change to one line of dialogue or one incident of a story or drama could affect the actions, aspects of a character, or decisions.
Informational	I can...
RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> * define textual evidence (“word for word” support). * define inference and explain how a reader uses textual evidence to reach a logical conclusion (“Based on what I’ve read, it’s most likely true that....”). * read closely and find answers explicitly in the text (right there answers) and answers that require an inference. * analyze an author’s words and determine textual evidence needed to support both explicit and inferential questions.
RI.8.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	<ul style="list-style-type: none"> * define central idea (main point in a text). * analyze a text and determine how an author’s use of details conveys (makes known) two or more central ideas in a text. * analyze how supporting ideas contribute to the development of central ideas over the course of a text. * define summary (a shortened version of the text that states its key points). * compose an objective summary stating the key points of the text without adding my own opinions or feelings.
RI.8.3: Analyze how a text makes connections among and distinctions between individuals, idea, or events (e.g., through comparisons, analogies, or categories).	<ul style="list-style-type: none"> * explain how the individuals, events, and/or ideas in a text affect one another. * analyze connections and distinctions between individuals, events, and/or ideas in a text. * analyze how an author makes connections and distinctions between individuals, ideas, or events through comparisons, analogies, or categories.
CRAFT & STRUCTURE	
Literature	I can...
RL.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	<ul style="list-style-type: none"> * define and identify various forms of figurative language (e.g., simile, metaphor, hyperbole, personification, alliteration, assonance, onomatopoeia). * distinguish between literal language (it means exactly what it says) and figurative language (sometimes what you say is not exactly what you mean). * recognize the difference between denotative meanings (all words have a dictionary definition) and connotative meanings (some words carry feeling). * analyze why authors choose specific words to evoke a particular meaning or tone. * define and identify analogies (comparisons between two things that are similar) and allusions (indirect references to other texts). * analyze why authors choose to include particular analogies (e.g., <i>In a speech by Dr. Martin Luther King Jr., he alludes to the Declaration of Independence, The Gettysburg Address, a spiritual song, etc.</i>).
Informational	I can...
RI.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	<ul style="list-style-type: none"> * define and identify various forms of figurative language (e.g., simile, metaphor, hyperbole, personification, alliteration, assonance, onomatopoeia). * distinguish between literal language (it means exactly what it says) and figurative language (sometimes what you say is not exactly what you mean). * recognize the difference between denotative meanings (all words have a dictionary definition) and connotative meanings (some words carry feeling). * recognize words that have technical meaning and understand their purpose in a specific text (e.g., “stem” in an article about flowers versus “stem” in an article about cell research). * analyze why authors use words and phrases including analogies (comparisons between two things that are similar) and allusions (indirect references to other texts), to set the tone and create an overall meaning and mood for the reader.
INTEGRATION OF KNOWLEDGE AND IDEAS	
LITERATURE	
Introduced in the third grading period.	
Informational	I can...
RI.8.8: Delineate and evaluate the argument and specific claims	<ul style="list-style-type: none"> * identify the side of an argument an author presents in a text. * determine the credibility of the author and his/her purpose (who wrote it, when it was written, and why it was

in a text, <u>assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</u>	<p>written).</p> <ul style="list-style-type: none"> * identify claims that are supported by fact(s) and those that are based on opinion(s). * recognize when an author introduces irrelevant evidence (unrelated or unnecessary evidence) to his/her argument * delineate and evaluate an argument using the evidence an author provides and determine if the evidence provided is relevant and sufficient enough to support the claim.
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WRITING STANDARDS

TEXT TYPES AND PURPOSES

	I can...
<p>W.8.1: Write arguments to <u>support</u> claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and <u>organize the reasons and evidence logically.</u> <u>Support claim(s)</u> with logical reasoning and <u>relevant evidence</u>, using accurate, credible sources and <u>demonstrating an understanding of the topic or text.</u> 	<ul style="list-style-type: none"> *support my claim/answer with textual evidence ("word for word" support) from the text. *present my argument (or reason for my answer) in an appropriate style using evidence from the text that demonstrates my understanding of the topic and/or the text.
<p>W.8.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Provide a conclusion that follows from and reflects on the narrated experiences or events. 	<ul style="list-style-type: none"> * define narrative and describe the basic parts of plot (exposition, rising action, climax, falling action, and resolution). * engage the reader by introducing the narrator (using first, second, or third person point of view), characters, setting, and the event that starts the story in motion. * use narrative techniques (dialogue, pacing, description, and reflection) to develop a storyline where one event logically leads to another. * use descriptive words and phrases that appeal to the senses, capture the action, and create mind pictures to help the reader understand the experiences and events. * signal changes in time and place ay using transition words, phrases, and clauses to show relationships among experiences and events. * write a logical conclusion that reflects on the experiences/events and provide a sense of closure that satisfies the reader.

LANGUAGE STANDARDS

CONVENTIONS OF STANDARD ENGLISH

	I can...
<p>L.8.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. Form and use verbs in the active and passive voice. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. Recognize and correct inappropriate shifts in verb 	<ul style="list-style-type: none"> * define and identify gerund (a verb form that ends in <i>-ing</i> and is used as a noun), participle (a verb form that is used as an adjective), and infinitive (forms from the words to together with the base form of a verb; often used as a noun in a sentence). * explain the function of gerunds (e.g., <i>Gardening is my favorite hobby.</i>), particles (e.g., <i>The respected leader won an award.</i>), and infinitives (e.g., <i>My swim team wants to win.</i>). * explain the difference between verbs in the active voice (the subject performs the action of the verb) and the passive voice (the subject receives the action of the verb). * create sentences with verbs in the active voice (e.g., <i>The dog bit James.</i>) and in the passive voice (e.g., <i>James was bitten by the dog.</i>). * explain the difference between the verbs in the indicative mood (verbs used to express facts or opinions), imperative mood (verbs used to give orders or make requests), interrogative mood (verbs used to ask a question), conditional mood (verbs used to express uncertainty), and subjunctive mood (verbs used to describe a state contrary to fact). * create sentences with verbs in the indicative mood, imperative mood, interrogative mood conditional mood, and subjunctive mood. * identify and correct inappropriate shifts in verb voice (e.g., Incorrect- <i>Whenever Dad sang, our dog barks loudly.</i> Correct- <i>Whenever Dad sings, our dog barks loudly.</i>)

voice and mood. e. *See ELA CCSS Appendix A, page 31 for Language Progression of Skills.	* identify and correct inappropriate shifts in verb mood (e.g., Incorrect- <i>If Barbara was rich, she would buy a mansion.</i> Correct- <i>If Barbara were rich, she would buy a mansion.</i>)
L.8.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.	* determine when to capitalize words. * determine when to use a comma or commas to indicate a pause or a break (e.g., introductory words, direct address, parenthetical elements). * determine when to use an ellipsis to indicate a pause or a break (e.g., a pause in the flow of the sentence; <i>"I'm wondering...." Ali said, bemused.</i>) * determine when to use a dash or dashes to indicate a pause or a break to show a sudden break or change in thought or speech (e.g., to show a sudden break or change in the thought or speech; <i>Our friend, Cesar – an expert in paint – told us to always use a primer.</i>) * use an ellipsis to show when words I am quoting are left out in the middle or at the end of a sentence (e.g., <i>President Mahony said, "Teachers are important...to educate our future generations."</i>). * identify misspelled words and use resources to assist me in spelling correctly.

VOCABULARY ACQUISITION AND USE

I can...	
L.8.4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., <i>the overall meaning of a sentence or paragraph; a word's position or function in a sentence</i>) as a clue to the meaning of a word or phrase. b.	*infer the meaning of unknown words using context clues (e.g., definitions, synonyms/antonyms, restatements, examples found in surrounding text). *verify my inferred meaning of an unknown word by consulting general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses).

SPEAKING AND LISTENING STANDARDS

COMPREHENSION AND COLLABORATION

I can...	
SL.8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 8 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	*come prepared with key points and textual evidence to contribute to discussion. *create questions and locate key textual evidence to contribute to a discussion on the given topic, text, or issue. *define the rules and roles necessary for collaborative discussion. * track the progress of a discussion and recognize when the discussion is getting off-topic.

Learning Targets adapted from *The Common Core*, Align, Assess, Achieve, LLC and Maryland Common Core State Curriculum Framework for ELA

PROFESSIONAL AND INSTRUCTIONAL RESOURCES

Click on this [link](#) to access a data base of instructional and professional resources for planning and PLC work

KCAS BINDER AND KDE RESOURCES

Kentucky Core Academic Standards for English Language Arts Binder

Writing:	Reading:
<ul style="list-style-type: none"> Narrative (Appendix A, pp.112-113)Argument (Appendix A, p.112) Student Sample: Grade 8 Narrative (Appendix C, p. 191) Informational/Explanatory (Appendix A, p.112) Student Sample: Grade 7 Informational/Explanatory (Appendix C, p.181) Student Sample: Grade 7 Argument (Appendix C, p. 179) 	<ul style="list-style-type: none"> Range of Text Types for 6-12 (Standards for ELA 6-12 p. 57, defines Literature and Informational Text, including Literary nonfiction) Text Exemplars (Appendix B) Vocabulary (Appendix A, pp. 121-124) 3 Tiers of Vocabulary defined (Link to supplemental information for Appendix A http://tinyurl.com/co3bf8s)

Kentucky Department of Education

- [Addressing the Three Modes of Writing: Kentucky Core Academic Standards in the 21st Century](#)
- [Kentucky On-Demand Scoring Rubric](#)
- [Kentucky Literacy Link](#)
- KDE Literacy [Instructional Resources](#)

SUGGESTED INSTRUCTIONAL TEXTS AND RESOURCES

(E) indicates a Common Core State Standards (CCSS) exemplar text

To be College and Career ready, students must analyze how multiple texts address similar themes or topics while comparing the approaches the authors take, including the chosen modes of presentation. The resources identified below are grouped to facilitate unit planning to address the standards. These are suggestions only. Teachers may use the titles listed or may select other resources to address the key standards.

HOLT

Texts on plot and character development and using context clues to determine meaning and writing conventions. The informational passage focuses on providing support for a proposal.

- “Flowers for Algernon” p. 32 – 68

Choose from the following companion texts and media resources:

“Analyzing Proposition and Support” p.67
“Memory a Matter of Brains and Braun” p. 68

Website: [Life and Times of Individuals With Mental Retardation: 40 Years of History](#)

Website: [Web MD: The Brain](#)

Article: “[Your Brain and Nervous System](#)” from Kidshealth.org
Art Connection: [Guy Billout: The Maze](#) Looking at perspective

Use texts to teach elements of plot, summarization, making predictions based on evidence from the story, and writing conventions. The informational texts focus on support for propositions. Additional information focuses on comparing written directions to directions on video.

- “Broken Chain” p. 16
“Gary Soto” p. 25

Choose from the following companion texts and media resources:

Video: “[How to Replace a Bicycle Chain](#)”
Website: [Chain Breaking and Joining - Written directions for fixing a broken chain](#)

Online Article: [Braces from KidsHealth](#)
Video: [Putting Braces On, See How It Is Done](#)
Online Article from Teens Health: [Am I in a Healthy Relationship?](#)

Online Resource: [Healthy Relationship Fact Sheet](#)
Healthy Teen Relations Website: [Love What’s Real Poetry Contest](#)

Use text selections to focus on tone, setting and making inferences. The informational passages focus on text structure, specifically cause/effect and making inferences, generalizations, and drawing conclusions

- “The Circuit” p. 280

Choose from the following companion texts and media resources:

“Cesar Chavez: He Made a Difference” p. 290

“Picking Strawberries: Could You Do It?” p.294
Online Article: “[Fingers to the Bone](#)”
Online Essays: “[Essays by Migrant Children](#)”

Holt - Reading/Writing Workshops

- Plot: A Chain of Events p.2
- Retelling: Summarizing the Plot p. 4
- History of the English Language: Latin Roots p. 27
- Context Clues p. 32

- Narrative Writing: Personal Narrative p. 116
- Characters: The Human Experience p. 134
- Theme: pp. 354-356
- Connotations p. 461
- Narrative Writing: Short Story p. 784

MCDUGAL

Use text to focus on character and plot development, making inferences, using context clues to determine meaning, and writing conventions.

- “Flowers for Algernon” p. 220

Choose from the following companion texts and online/media resources:

Article: [“Your Brain and Nervous System”](#) from Kidshealth.org

Websites

[Web MD: The Brain](#)

[Life and Times of Individuals With Mental Retardation: 40 Years of History](#)

Text selections focus on character motivation and reaction, making predictions, and writing conventions.

- “Checkouts” p.23

Choose from the following companion texts and online/media resources:

Online Article from Teens Health: [Am I in a Healthy Relationship?](#)

Online Resource: [Healthy Relationship Fact Sheet](#)

Healthy Teen Relations Website: [Love What’s Real Poetry Contest](#)

Text focuses on theme, cause and effect, plot, characterization, and writing conventions. Several informational standards can be the focus of the additional internet resources.

- “Stop the Sun” p. 48

Choose from the following companion texts and online/media resources:

Video narrative: [I Was Only Nineteen](#)

Video: [Vietnam War Memoirs](#)

Website: [PBS Battlefield: Vietnam](#)

Use texts to focus on main idea, characteristics of a memoir and narrative writing. The students are also asked to cite textual evidence supporting their analysis of the narrator’s feelings.

- “The Great Rat Hunt” p.106

Choose from the following companion texts and online/media resources:

Online Slideshow: [An Inflammatory Disorder of the Airways](#)

Podcast: [Don’t Let Asthma Keep You Out of the Game](#)

Video: [What Happens During an Asthma Flare Up?](#)

Website: [A Brief History of San Francisco’s Chinatown](#)

Reading/Writing Workshop

- Fiction p. 17
- Reading Fiction p. 21
- Narrative Writing p. R43
- Character and Setting p. 329
- Plot p. 439

- Theme p. 827
- Using Context Clues p. 301
- Denotation and Connotation p. 669
- Researching Word Origins p. 783

READ XL- Supplemental Texts

*To be college and career ready, **all students** must experience complex texts within the grade 6-8 complexity band. **READ XL should be used to provide supplemental texts in order to scaffold instruction.**

This unit focuses on plot development and sequence of events Summarizing, and drawing conclusions.

- “For Pete’s Snake” p. 6
- “What are you Afraid Of?” p. 15

Related internet resources can provide instruction for any of the Informational standards. Choose from the following companion texts and online/media resources:

YouTube - Indiana Jones “Why did have to be snakes?”

Online Article: [Why We Fear Snakes](#)

Website: [Snakes as Pets](#)

Snake Videos and Articles: [Animal Planet](#)

Video: [Deadly Venomous Viper](#)

Video: [Anaconda](#)

Online Snake Articles with Questions and Vocabulary: [Science News for Kids](#)

Texts selections focus on character analysis making predictions, drawing conclusions, reading for detail, summarizing, using context clues, and writing conventions.

- excerpt from *Slam* p. 64

Related internet resources can provide instruction for any of the Informational standards. Choose from the following companion texts and online/media resources:

"Walter Dean Myers: Author Profile" p.71
Website: [NCAA Requirements for College Athletes](#)
New York Times Article: [Grading College Athletes](#)
Online Article: [College Athletes Face New Academic Standards](#)
Website: [Walter Dean Myers](#)
Link: ["Slam" Book Review from Teen Ink](#)

Texts selections focus on main idea, character and plot analysis, summarization, making predictions based on evidence from the story, and writing conventions.

- "Broken Chain" p. 178

Additional information texts focuses other Informational standards. Choose from the following companion texts and online/media resources:

"Tin Grin" p. 185

Online Article: ["Braces" from KidsHealth](#)

Video: "Putting Braces On, See How It Is Done"
Video: "How to Replace a Bicycle Chain"
Website: [Chain Breaking and Joining - Written directions for fixing a broken chain](#)
Online Article from Teens Health: [Am I in a Healthy Relationship?](#)
Online Resource: [Healthy Relationship Fact Sheet](#)
Healthy Teen Relations Website: [Love What's Real Poetry Contest](#)

ESL - INSIDE

ESL students will continue to use *Inside* (Levels B, C, and D)

RESPONSE TO INTERVENTION

Rtl Tiered Intervention Programs:

Use a minimum of three data points to determine student placement in Rtl intervention classes (see **Rtl Entrance and Exit Criteria Guide**).

Study Island – (Tier II Intervention, Tier I Enrichment) – Standards based instruction review and assessment.

SuccessMaker (Tier 3 Intervention) – Students use SuccessMaker Reading daily to target specific skills identified during the IP (Initial Placement). Use SuccessMaker reports to monitor student progress and provide instructional support as needed.

Resources for Individual and Small-Group Instruction: In-Class Rtl Intervention Resources

- **SuccessMaker: My Training Connection** <http://www.mytrainingconnection.net/mtc/index.cfm/successmaker-family/successmaker>. Contact your school's SuccessMaker Lead or the Middle School Literacy Office for the JCPs Registration Access Code to access online resources. After logging in, click on "Other Resources" tab to access *Print Partner* lessons for individual or small group intervention.
- **Interventioncentral.org**: Use this site to help students conceptualize main idea: <http://www.interventioncentral.org/academic-interventions/reading-comprehension/main-idea-maps>. For support with main idea, supporting details, and writing the "gist" question: <http://www.interventioncentral.org/academic-interventions/reading-comprehension/question-generation>

SAMPLE ACTIVITIES

- Ask students to use a Double-Entry Journal as they read “Flowers for Algernon” to identify flashbacks to Charlie’s past and incidents that foreshadow the future. Have students discuss how these episodes help the reader to understand what happens to Charlie. (RL.8.3, RL.8.5, SL.8.1)
- After reading “Flowers for Algernon”, use the following article, Life and Times of Individuals With Mental Retardation: 40 Years of History to have students discuss whether the last several decades have seen a cultural shift in attitudes toward people who are mentally impaired. Encourage students to explore how the story, “Flowers for Algernon” may be different if the author, Daniel Keyes, were writing it today. (RI.8.1, RI.8.3, SL.8.1)
- After reading, “Flowers for Algernon,” have students choose another character from the story, and write a diary entry for him or her corresponding to one of Charlie’s reports. For example, what might Miss Kinnian have written the night she and Charlie had dinner? What might Frank Reilly have written the day Charlie returned to his former job at the factory? Students should use the first-person pronoun *I* to write from their character’s point of view. (RL.8.6)
- Have students re-read “Flowers for Algernon,” focusing on what the author is saying about the real world through this science fiction story. Inform students that writers often use science fiction to explore issues that are important in our contemporary world. Have them uncover at least three issues that they believe are important to the author, Daniel Keyes, and analyze how he conveys these ideas to his readers through his characters and plot. (RL.8.2, RL.8.3)
- Ask students to use a characterization chart to analyze how the writer creates and develops the character of Charlie from “Flowers for Algernon.” Have students go back through the story and look for examples of each type of characterization technique, and record them on the characterization chart. (RL.8.3)
- After reading “Checkout” p. 22 (McDougal), have students complete the Character Motivation chart on p. 29. Students should go back through the story and record significant events in chronological order and determine the character’s motivation for that event. The motivation may be explicit or inferred. (RL.8.1, RL.8.3)
- In order to determine the theme of a story, a reader must gather clues, including key statements and phrases, repeated ideas, and lessons learned by the main character. While reading “Stop the Sun,” p. 48 (McDougal), have students identify key statements and phrases on page 50 that could be clues to the story’s theme. After reading the entire story, determine the theme of the story and compare the statements. Discuss how these statements connect to the overall theme. (RL.8.1, RL.8.2)

SUGGESTED DIFFERENTIATION AND INCLUSION INSTRUCTIONAL STRATEGIES AND FORMATIVE ASSESSMENTS

Teacher Note: The strategy links included are appropriate for all students but most helpful for English Language Learners and students needing additional supports.

Building a Community

- Use **Read Aloud/Think Aloud** to engage students in thinking about their role in a community.
- Review **routines and procedures** needed for smooth operation of the classroom. Involve students in the development of **Y-Charts** for each procedure.
- Read rich text to explore consequences of choices before beginning the process of developing the **Social Contract**.
- “How can teachers help students develop high-quality collaboration skills?” *Kentucky Literacy Link* March 2010

Reading and Writing

- Use **Literacy Notebook** to provide opportunities for students to respond to text, both literary and informational. (RL.8.1, RI.8.1)
- Use **Double-Entry Journals** to cite textual evidence to support analysis and inferences from the text. (RL.8.1, RI.8.1)
- Use the Get the GIST strategy to summarize informational reading passages. (RI.8.2)
- Use the Somebody Wanted, But So strategy to guide students in summarizing events in a story. (RL.8.2)
- Use the **Question-Answer Relationship (QAR)** to guide students in developing and understanding how to answer the 4 types of questions about their reading. (RL.8.1, RI.8.2)
- Have students create a **Concept Map** about the theme of a story that visually portrays how characterization, plot, setting, symbols, and other literary devices contribute together to develop the theme. (RL.8.3)
- Use brainstorming activities to guide students in generating and exploring topics based on interest and reading experiences. <http://www.unc.edu/depts/wcweb/handouts/brainstorming.html> (W.8.3a)
- Use this site to guide students in writing good beginnings and endings in their narrative writing. (<http://teacher.scholastic.com/lessonrepro/lessonplans/instructor/power.htm>) (W.8.3a, e)
- Write narratives, real or imagined (refer to literature book for writing support units.) (W.8.3a-e)
- Explore writing skills and craft in **Literacy Notebook** with **mentor texts** and **Writing to Learn** strategies. (W.8.10)
- **Peer Review Strategy** (<http://www.readwritethink.org/classroom-resources/lesson-plans/peer-review-narrative-122.html?tab=3#tabs>) Provide feedback on narrative using PQP Handout. Website includes lesson plans and related resources.. (W.8.5)

Language

- Use **CLOZE** strategy to help students apply context clues to determine the meaning of unknown words. (L.8.4a, RL.8.4)
- Create a section for Language in the **Literacy Notebook** for word work and vocabulary development, including figurative language, word relationships, connotations and denotations, analogies and allusions. (L.8.5)

Speaking and Listening

- Use **Discussion Web** strategy to guide students in developing thoughts and ideas from readings that will allow them to engage in conversation about a topic or text.

INDEPENDENT READING

Create a year-long/on-going, assignment where students are expected to read from a variety of genres (such as adventure, historical fiction, comedy, ancient history, science fiction, fantasy, etc.) Establish student goals and develop Reading Plans. (RL.8.10, RI.8.10) Conduct one-on-one conferences with students during independent reading time to monitor and provide feedback on **Student-Developed Reading Plans**. Allow students to revisit and revise plans to gradually increase the length and complexity of what they read to move toward the level of text complexity in the grade 6-8 text complexity band. Use information gleaned from conferences to identify students' reading interests and guide students in making book selections. Use the article on feedback in the December (2011) issue of Literacy Link Newsletter to help with conferences. (To view models of conferencing, go to [A best-practice tip about how to confer when teaching in small groups - YouTube](#), [Sample Reading Conference - YouTube](#), and [Conferring with Student - YouTube](#).)

Suggested books with Lexiles from the Independent Reading classroom libraries that students may read to reinforce standards and develop a sense of self and community. (RL.8.10, RI.8.10)

Fiction

- *Firegirl* (Tony Abbott) 670 Lexile
- *The House on Mango Street* (Sandra Cisneros) 870 Lexile
- *Uglies* (Scott Westerfield) 770 Lexile
- *Zen and the Art of Faking It* (Jordan Sonnenblink) 840 Lexile
- *The Report Card* (Andrew Clements) 700 Lexile
- *The Jumping Tree* (Rene Saldana, Jr.)

Nonfiction

- *Guts* (Gary Paulsen)
- *I Have a Dream, The Story of Martin Luther King* (Davidson) 880 Lexile
- *There are Millions of Millionaires* (Seuling)
- *Guinness World Records: Fearless Facts* 1100 Lexile
- *Jackie's Nine* (Roginson) 1040 Lexile

KCAS KEY VOCABULARY

- | | | | |
|-----------------|----------------------------------|-----------------------|----------------------|
| • Allusion | • Connotative/Denotative Meaning | • Figurative Language | • Supporting Details |
| • Analogy | • Dialogue | • Gerund | • Technical Meaning |
| • Analyze | • Distinction | • Inference | • Textual Evidence |
| • Central Idea | • Event | • Literal Language | • Theme |
| • Comprehension | • Explicit | • Mood | • Tone |
| • Connection | | • Objective Summary | |

To access a list of core vocabulary for eighth grade students, go to: [EDL Reading Core Vocabulary Grade 8](#)

GROWTH MONITORING

Link to Progression of Standards for Content Gap Analysis

Teachers will...

- analyze the results of formative and summative assessments to determine next steps in content instruction and conference with students to provide feedback on their progress.
- collaborate with teachers in all content areas to conduct regular Literacy Reviews of students' reading and writing growth.
- conduct one-on-one reading conferences to monitor student growth/accountability with the focus on self-selected independent reading.
- provide feedback (written and oral) on strengths and areas of growth in reading, writing, language, and speaking and listening.

Students will...

- establish personal learning goals, monitor growth with self-assessments, and track their progress toward specific goals and deadlines.
- analyze results of formative and summative assessments to determine areas of strength and growth and use the information to revise goals and take ownership of learning.

SUGGESTED PACING AND LESSONS SEEDS

Teacher Note: [Link to Lesson Planning Template](#): Throughout the 6-weeks, plan standards-based lessons using suggested texts, resources, and instructional strategies provided on this map. Use classroom libraries to support independent reading. Students continue to use the literacy notebook to respond to and record reading reflections, citing text to support thinking

Weeks 1 & 2	<ul style="list-style-type: none">• Develop and practice routines and procedures to create a safe and supportive classroom environment that nurtures students' desire to learn and encourages appropriate student behavior, mutual respect, and compassion. Reinforce routines and procedures during the first weeks of school and throughout the year. Layer on more routines and procedures as needed.• Introduce and practice routines for Independent Reading, the Reader's/Writer's Workshop, use of the Literacy Notebook, and collaborative structures.• Review the Big Idea for the six weeks and the Kentucky Core Academic Standards. Explain that the standards will be the focus of your instruction and review learning targets ("I Can" statements). Review standard 10 in both reading and writing, and discuss how they should be incorporated into students' individual goals. Introduce daily learning targets and revisit at the end of each lesson. (This is what you will learn. Have you learned it?)• Use texts that focus on understanding of the power of relationships and community to teach the grade-level reading and writing standards.• Encourage students to start "seeds" for narrative writing in the Literacy Notebooks as starting points for narratives and other writing (brainstorming).• Introduce the Writing Portfolio and explain the purpose of the portfolio. Later in the year, students will review the contents of their K-7 portfolio to gauge growth in writing. At the end of the year, 8th grade students will compile a K – 8 writing portfolio that reflects writing growth over time. This portfolio must include work from grade K-12, including the required 8th grade pieces specified for promotion, and will follow them to high school. <i>Personalizing folders builds ownership of the work within</i>• Reinforce the expectation that whenever students write, they use correct grammar, capitalization, punctuation, and spelling in all written work.• Review the tools you will use to monitor Independent Reading and writing (e.g., Reading Log, Writing Conferences, Rubrics).• Engage students in establishing <i>success criteria</i> for effective notebook entries using rubrics (students /teacher developed).• Use Read Alouds/Think Alouds to introduce models of narrative texts (real or imagined) relevant to students' experiences. This should support building relationships/communities with and among students and teach elements of the writing and language standards.• Use mini-lessons to teach specific elements of narrative writing and use of technology to enhance writing.• Use seed ideas from the Literacy Notebook to identify potential topics for narratives and use prewriting strategies to organize ideas for first drafts (the narrative structure is the foundation for other writing. Eighth grade students should have a working knowledge of the narrative structure and move to more sophistication in the development of this form).• Use student writing to formatively assess knowledge of conventions (capitalization, punctuation, spelling). Address gaps as needed using strategies from texts like <i>Mechanically Inclined</i> and <i>Everyday Editing</i>. (Ongoing)
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<p style="text-align: center;">Week 3 & 4</p>	<ul style="list-style-type: none"> • Reinforce the routines and procedures established thus far and encourage student reflection on how they support building a safe and respectful learning community that supports transition to high school. • Continue the Reading/Writing Workshop using models of narratives (real or imagined), recommended text resources, Literacy Notebook (responses to reading, vocabulary work, writing mini-lessons, etc.), and Independent Reading. • Introduce structures and strategies for effective classroom discussions, questioning, and learning tasks that promote higher-order thinking. (Accountable Talk, Reciprocal Teaching, QAR, etc.) • Use Y-Charts to establish guidelines for classroom discussions that support the speaking and listening standards. • Students should begin and complete first drafts of narratives.(Drafting) • Emphasize the expectation that students apply knowledge of grammar and mechanics (capitalization, punctuation, spelling) in all written work. • Introduce language standards in context of mentor texts (verbals and their functions – see L.8.1 a-d). • Review and teach Greek and Latin affixes and roots and their use in identifying unfamiliar vocabulary; reinforce use of reference materials (dictionaries, thesauri in various forms) to assist students in defining unknown vocabulary. • Use formative assessments (student work, results of daily assignments, writing-to-learn, assessments, teacher observations, etc.) to focus lessons and differentiate instruction. • Collaborate with other ELA teachers (PLCs) to address key findings from formative assessments, focusing on adjusting instructional practices to impact student learning. • Identify gaps in learning and provide small group instruction/intervention to address gaps. • Introduce and model the structures of reading/writing conferences to create collaboration and ownership. • Teacher/Student Conferences should be used to help students self-assess their progress and set goals based on the learning targets (mastery of standards), data analysis, and teacher feedback. (Teacher feedback should be ongoing.)
<p style="text-align: center;">Week 5 & 6</p>	<ul style="list-style-type: none"> • Continue reinforcing the routines and procedures established thus far and encourage student reflection on how they support building a safe and respectful learning community. (Ongoing) • Continue Reading/Writing Workshop using models of narratives (real or imagined) and incorporate informational texts that embed the narrative structure from the recommended text resources. Use Literacy Notebooks as a storage vault for reading responses, vocabulary work, mini-lessons, etc. • Introduce close reading strategy lessons with text dependent questions to address reading and writing standards using recommended literature and informational texts resources (see Close Reading resources). • Language and speaking and listening standards should be incorporated within lessons to build students' communication skills and support the transition to high school. • Involve students in developing criteria for assessing work using the language of the writing and language standards that have been taught. Refer to the Writing Criteria and other resources for assessing student writing (available in the Middle School Literacy Closet). • Conduct teacher/peer conferences to revise and edit narrative drafts. Allow students to use feedback from the conferences to improve their work. Encourage the use of dictionaries and thesauri in the revising and editing process. (Revising and Editing) • Schedule time for students to read aloud their narratives in small or large groups emphasizing the speaking and listening standards. • Use student-developed scoring guides/rubrics to assess quality of work and determine next steps for instruction. • Administer appropriate assessments to gather data on student learning and progress toward goals. Involve students in analysis of results to promote self-monitoring of growth for the first six weeks.